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The More Effective Schools project, an effort to make the schools better able to solve the basic reading and arithmetic problems of disadvantaged children, brought about a reorganization and expansion of the teaching and administrative staffs of elementary schools in New York City. The combined black and Puerto Rican population in the project schools was greater than 50 percent of the total school population, and all classes (preK-6) were heterogeneously grouped. Class size was reduced, after school study centers were opened, team teaching and other innovations were introduced, and teacher specialists were used. Benefits claimed in reading and arithmetic achievement as measured by standardized tests are conflicting because of the variety of designs used to evaluate student performance. Several interpretations of the data are included in this report, as well as information on staff, program methodology, and costs. (EF)

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TITLE I

MORE EFFECTIVE SCHOOLS
New York City

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IT WORKS

MORE EFFECTIVE SCHOOLS
NEW YORK CITY

One of a Series of

Successful Compensatory Education Programs

UD 007 874

U.S. Department of Health, Education, and Welfare
Robert H. Finch, Secretary

Office of Education
Peter P. Muirhead, Acting Commissioner

FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Division of Compensatory Education
Bureau of Elementary and Secondary
Education

THE MORE EFFECTIVE SCHOOLS PROGRAM
IN NEW YORK CITY

Introduction

The More Effective Schools project brought about a large scale reorganization and expansion of the teaching and administrative staffs of the elementary schools of New York City. This was an effort to render the schools more effective in solving the basic language and mathematics problems of disadvantaged urban children.

The combined Negro-Puerto Rican population in all project schools was greater than 50 percent of the total school population. All classes in the prekindergarten through sixth grades were heterogeneously grouped.

The project was initiated in September 1964 in 10 New York City schools; the following fall an additional 11 schools joined the program. These 21 schools were chosen because their student populations had the severest language handicaps in the school system. The total number of children participating in the program in any single year after September 1965 was approximately 16,600.

Benefits claimed in language and math achievement as measured by standardized tests are conflicting due to the variety of evaluation designs employed. The several interpretations of the data are included in this report.

Personnel

A. Centralized Administrative Staff. (Two to five in number; full-time; usually assistant superintendents or assistant principals.)

They coordinated the activities of all 21 MES schools.

B. Principals. (Twenty-one in number; full-time; licensed by the Board of Education of New York City.)

They supervised projects in their respective schools.

C. Administrative Assistants. (Twenty-one in number, full-time.)

They assisted each principal by organizing and scheduling duties, and handling paper work.

D. Assistant Principals. (Sixty-three in number; full-time; usually three to a school; licensed by the Board of Education of the City of New York.)

Each assistant principal supervised one of the following: pre-kindergarten to grade two, grades three and four, or grades five and six; they conducted inservice teacher training, arranged parents' meetings, prepared monthly reports, and ordered supplies.

E. Pupil Personnel Team. (Twenty-one teams; one per school.)

1. Guidance Counselors. (Sixty-three in number; full-time; there were three per school; licensed by the Board of Education of the City of New York.)

2. Psychologists. (Thirteen in number; full-time; licensed by th Board of Education of the City of New York.)

3. Social Workers. (Full-time; minimum requirement of a Master's degree; licensed by the Board of Education of the City of New York in social work.)

They worked directly with the families of the pupils.

4. Attendance Teachers. (Full-time; usually qualified as social workers; licensed by the Board of Education of the City of New York.)

They visited the homes of pupils who were absent.

F. Psychiatrists. (Several; part-time.)

They dealt with pupils referred to them by the pupil personnel team.

G. Speech Improvement Teachers. (Twenty-one in number; full-time; one per school; licensed by the Board of Education of the City of New York.)

They trained teachers, provided demonstrations and assisted in team teaching.

H. Community Relations Coordinators. (Twenty-one in number; usually one per school; licensed teachers with demonstrated ability in the field of human relationships.)

They built a viable parents' association; they coordinated the school's program in the area of special service workshops, and directed

other programs in which parents, school, and community were mutually involved.

I. Classroom Teachers. (About 300 in number; full-time; licensed by the Board of Education of the City of New York.)

J. Other Teaching Positions (OTP's) and Special Teachers. (One hundred and forty-seven in number; seven per school; full-time.)

They were selected by the principal to best meet the needs of the school in the following areas: library, reading instruction, corrective reading, art, music, audio-visual, science, language resource, and health education.

K. Secretaries. (Three to five per school; full-time.)

In addition to the above personnel, each school employed a group of aides who were uncredentialed and received an hourly wage. They assisted classroom teachers, the office staff, and the audio-visual staff. In a single year their assistance amounted to approximately 6,515 hours per school.

Methodology: General

It was the aim of the project to design an educational system which would focus on prevention of academic failure in the early years by starting education at the prekindergarten level, organizing small classes, hiring special subject teachers and a clinical team for each school, reorganizing classes into heterogeneous groups and providing intensive teacher training in the strategies of team teaching and non-graded instruction.

The specific project goals were (Fox, 1967):

1) To produce a measurable effect on pupil growth in reading and mathematics.

2) To create a learning climate characterized by enthusiasm, interest, and the belief among all levels of staff that they were in a setting in which they could function effectively.

No actual curriculum innovations were attempted on a program-wide basis. They were left to the initiative of individual teachers.

A description of the main features of the program follows.

A. Prekindergarten and Kindergarten Education

In an effort to teach the basic skills necessary to the acquisition of more sophisticated cognitive abilities, a prekindergarten program was offered to three- and four-year olds. The major goals of this program and the kindergarten program were 1) to develop desirable social attitudes and a sound self-image; 2) to develop oral communication skills basic to reading and other language art skills; 3) to foster independence in beginning research skills; 4) to extend gradually oral communication skills into meaningful written communication; 5) to develop numerical concepts basic to the understanding of mathematics; 6) to develop concepts basic to the understanding of other curriculum areas.

Prekindergarten children attended school a half day; kindergarten children a full day. The classrooms were arranged into interest centers by grouping furniture and curriculum materials into areas that were meaningful to the children such as 1) Family Living; 2) Language Enrichment; 3) Math Experimentation; 4) Creative Arts; 5) Blocks; 6) Science; 7) Table Games and Toys.

Although the physical plants of the prekindergarten and kindergarten programs resembled each other in arrangement and composition of the raw materials of learning, the teachers used the classrooms differently. Prekindergarten children spent the larger part of the day exploring and experimenting with the materials. The kindergarten children were made to rely on the basic "doing" experiences of the prekindergarten years as a springboard for the sharing, recalling, and recording activities of the kindergarten program. The curriculum materials were evaluated and then chosen for the academic stimulation which they provided.

Teachers were expected to design the curriculum sequencing activities and the concomitant learning skills required to pursue effectively the activities.

A typical day in kindergarten would be divided into the following blocks of time, not necessarily in this order:

1) Experience with Raw Materials

2) Story Time

3) Music

4) Lunch and Rest

5) Planning and Discussion Groups

6) Outdoor Play

7) Trips

During all these blocks of time, the children worked in small groups rather than as one large class. One adult would direct or supervise each group.

The teacher played a key role in individualizing the instruction in these groups, by the nature of her questions. A child in the early stages of experiencing an activity would be asked to describe the concrete characteristics of a certain phenomenon; the child in a later stage of growth would be asked to abstract information from the same phenomenon. This role of the teacher made it necessary for her to know the learning stage which each child had reached and how best to capitalize on it in a group situation. For example, during a discussion about a particular photograph, one child might be asked to name objects in the picture, another child might explain what was happening, and a third child might be asked to project and tell what had happened before and what might happen next.

B. After School Study Centers

When the regular school session ended at 3:00 p.m., the buildings remained open until 5:00 p.m. for the After School Study Centers. The programs of these centers, tailored to meet individual needs, provided remedial, tutorial, library, and enrichment classes. The centers were staffed by regular school faculty and were paid for by funds provided by the Office of Elementary Education.

C. Class Size and Pupil/Teacher Ratio

In an effort to insure individual attention to each child's needs, MES reduced class size: a maximum of 15 pupils was mandated in pre-kindergarten, 15 in first grade, 20 in second grade, and no more than 22 in grades three to six. In comparison, the average class size in New York City schools prior to MES was 28.6 students.

A second indication of the effort to reduce pupil/teacher load was an increase in the school's complement of staff. This resulted in a pupil/teacher ratio of 12:3. Prior to MES the ratio was 25:1; in control schools the ratio was 21:1.

Average class size and pupil/teacher ratio were not the same. The difference arose from the fact that not every teacher assigned to a school was in charge of an organized class. Pupil/teacher ratio was computed by dividing the total pupil register of a school by the total number of authorized teaching positions in the school. Average class size was computed by dividing the pupil register by the number of organized classes in the school.

D. Heterogeneous Grouping

Grouping by class was done in a random manner to insure complete heterogeneity of abilities and personalities. Within classes, grouping was done by levels of achievement in various curriculum areas and according to special needs.

E. Innovative Teaching Methods Employed

All 21 schools used team teaching in order to make maximum use of the talents of their regular and special teachers. Each MES school had a team of four teachers for every three classes. This method was utilized on all grade levels and in all subject areas. The teachers met one period a week for a planning session.

One school used the non-graded block method of instruction for five- and six-year olds.

F. Extra Teaching Materials Supplied

Each school received its normal quota of supplies and then had these supplemented.

G. Provision for Children with Special Needs

To meet the needs of children with physical, emotional, and social problems, a teacher-guidance-medical team operated in each school. In addition to the teachers, the following personnel were available to each MES school: three guidance counselors, one social worker, one psychologist, one attendance teacher, and one part-time psychiatrist.

H. Use of Modern Equipment

A complete range of audio-visual equipment was used by all MES schools. This included the following: 16 mm sound motion picture and film strip projectors, film strip viewers, overhead projectors,

slide and opaque projectors, tape recorders and phonographs with earphones and connection boxes, radios, and television receivers and cameras. Special emphasis was placed on using texts and other materials which stressed urban backgrounds and dealt with city children of varied racial and economic backgrounds. Closed circuit television was used in one school for direct teaching beamed to six classrooms. The availability of such resources was closely associated with intensive teacher training by an audio-visual specialist.

I. Teacher Specialists

Among the schools in the MES program the following numbers of specialists were used to enrich instruction:

Specialist	Number
Art	14
Music	19
Industrial Arts	2
Community Coordinator	21
Reading Improvement Teacher	13
Corrective Reading Teacher	19
Administrative Assistant	21
Audio-visual	21
English Language Resource	15
Librarian	21
Health Education	20
Science	8
Health Counselor	17

J. Instructional Emphasis

Prime emphasis in all grades was placed on the improvement of language skills in general and reading ability in particular.

K. Staff Morale

Personnel were recruited on a voluntary basis by applying for positions in the MES program. A democratic climate was maintained by means of regular meetings between and among teachers and other professional staff members and the United Federation of Teachers.

L. Professional Growth

Some provision was made for the professional growth of the MES staff. At a cost of $195,468 an orientation program for teachers

and supervisors was implemented. In addition, inservice courses were offered in Early Childhood Education. Yeshiva University provided 14 scholarships for teachers at one MES school; Brooklyn College provided a seminar for all MES assistant principals; Teachers College provided an internship program at one school; and the Board of Education and cooperating colleges planned a series of inservice courses and seminars for teachers and supervisors of the program.

To provide for improvement of undergraduate teacher preparation, joint programs were established between MES and the following colleges and universities: Brooklyn College, City College of New York, Queens College, New York Medical College, Yeshiva University, and Long Island University.

M. Teacher Load

To allow teachers maximum time for concentration in instruction, each was provided a daily unassigned preparation period. A provision for relief from non-teaching duties was largely, but not completely, implemented.

N. Community Relations

The following are some of the specific responsibilities assigned to the Community Relations Coordinator: help plan Parents' Association meetings; conduct courses for parents (School Curriculum, Leadership, Spanish, Human Relations); enlist parent volunteers for activities; prepare survey of community resources for utilization by the school.

Evaluation

A. Measures of Achievement

The Metropolitan Achievement Tests in reading and arithmetic were used, in alternate forms, for a regular series of twice yearly testings of pupils in the More Effective Schools, and also in control schools. In a separate study of first-grade reading achievement in MES, the word-recognition subtest of the Gates Primary Reading Tests was used.

The results of the Metropolitan testings have been used in two contradictory evaluations of the MES program, each using a different basis for assessing measured benefits of cognitive achievement.

Fox (1967) was responsible for an evaluation which based a verdict of no benefits chiefly upon a comparison of the same schools' reading and arithmetic achievement profiles before and after the introduction of the program. Fox and his team saw no consistent trend towards improvement.

Forlano and his associates (Forlano and McClelland, 1966; Forlano and Abramson, 1968) evaluated the program too, and reached the conclusion that reading achievement in MES was indeed superior if MES were compared longitudinally with control schools matched on ethnic background.

In both evaluations, the verdicts were based on median scores rather than means. The median, as is well-known, is a less efficient statistic than the mean. Should the treatment provided in the program be more or less appropriate for any single homogeneous group in the sample (e.g., Negroes), the use of the median may either disguise or exaggerate this. In other words, if there is a bimodal distribution on some important quality, changes in the median may conceal or exaggerate its influence. Since the medians were used, however, in both studies, tests of significance should have been applied. In the Fox evaluation, no account was taken of the changes of student population in New York, where mobility rates run as high as 75 percent in some schools. Hence it is likely that the test medians used refer to different samples of students from one testing to the next, with differing exposure to MES. The exact effects of this mobility on MES and the control schools cannot be determined.

In the Forlano and Abramson (1968) report, mobility was eliminated as a factor by studies of pupils who had remained continuously enrolled in MES and of those who likewise had been continuously enrolled in the control schools. This technique enabled the evaluators to draw the conclusion that increased exposure to MES treatment increased achievement. The report was criticized by Gordon for not being specific enough about the basis for matching groups, but Forlano has shown that the groups were in fact carefully matched.*

Tables of certain data from the two evaluations are presented below as supporting evidence, together with graphical representations and comments on each.

First, Fox shows the profiles of each grade's October and May reading achievement scores in years before and after the commencement of the Old (1964) and New (1965) MES. These are represented in Tables 1 and 2 and Diagrams 1 through 4. Total grade group norms were used in calculating the medians, thereby raising the figures by 1 or 2 months, compared with modal age norms. Certainly the profiles show little consistent pattern. Quite considerable variations, both positive and negative, seem to have occurred concurrently with the introduction of MES. Since there is no comparison made with control schools in these tables, we do not know whether such fluctuations are characteristic of New York City schools.

Fox and his team also draw comparisons between eight ME and eight officially designated control schools, using median reading scores from grades two through five in October 1966 and April 1967. While differences were generally small, two-thirds of them favored MES Modal. Age, not total grade group norms, was used.

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* In a communication dated September 6, 1968.

Table 1

MEDIAN READING AGES FOR OLD AND NEW MES
OCTOBER 1964, 1965, AND 1966 (TOTAL GRADE GROUP NORMS)

	OLD MES		NEW MES	
Grade	Oct. 1964	Oct. 1966	Oct. 1965	Oct. 1966
2	1.8	1.8	1.6	1.8
3	2.6	2.5	2.4	2.4
4	3.0	3.3	3.2	3.2
5	4.0	3.8	4.1	3.7
6	4.9	5.1	4.6	4.6

[Source: Table 13, page 59, of Fox (1967)]

Table 2

MEDIAN READING AGES FOR NEW MES
MAY 1965 AND MAY 1967[a] (TOTAL GRADE GROUP NORMS)

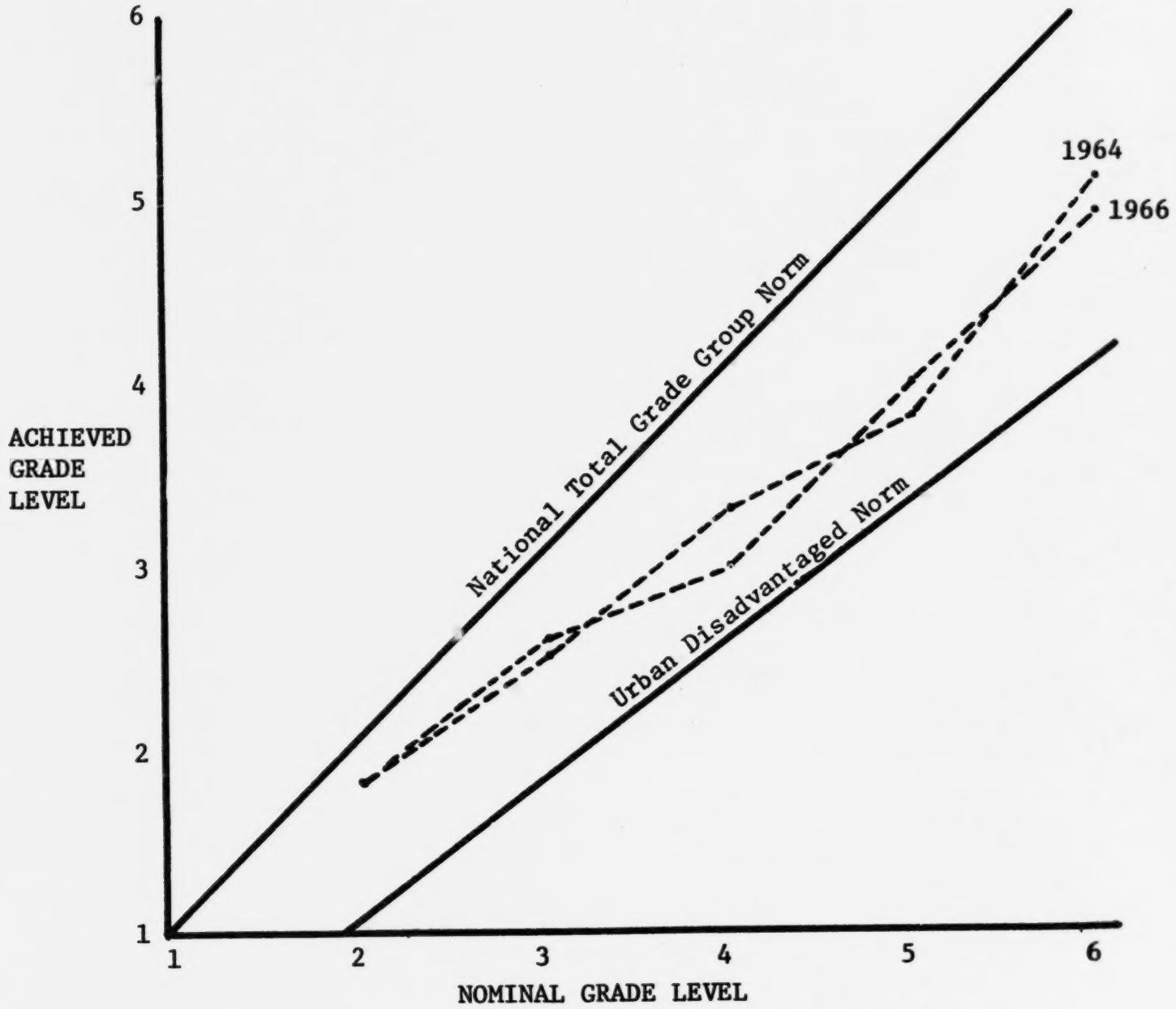
	OLD MES		NEW MES	
Grade	After 1 Year May 1965	After 3 Years May 1967[a]	After 1 Year May 1966	After 2 Years May 1967[a]
2	2.4	2.7	2.4	2.7
3	3.7	3.6	3.4	3.5
4	4.2	4.0	3.7	4.1
5	5.2	4.6	4.5	4.7
6	6.1	5.6	5.3	5.6

[a] These data for May 1967 were estimated by adding one month to the April 1967 data.

[Source: Table 13, page 59, of Fox (1967)]

Diagram 1

OLD MES READING PROFILES
OCTOBER 1964 AND OCTOBER 1966



Note: These profiles do not indicate the scores of a group of pupils in successive years, but show a comparison between the status of several grades in one year and those grades (but different pupils) in another year.

Diagram 2

NEW MES READING PROFILES
OCTOBER 1965 AND OCTOBER 1966

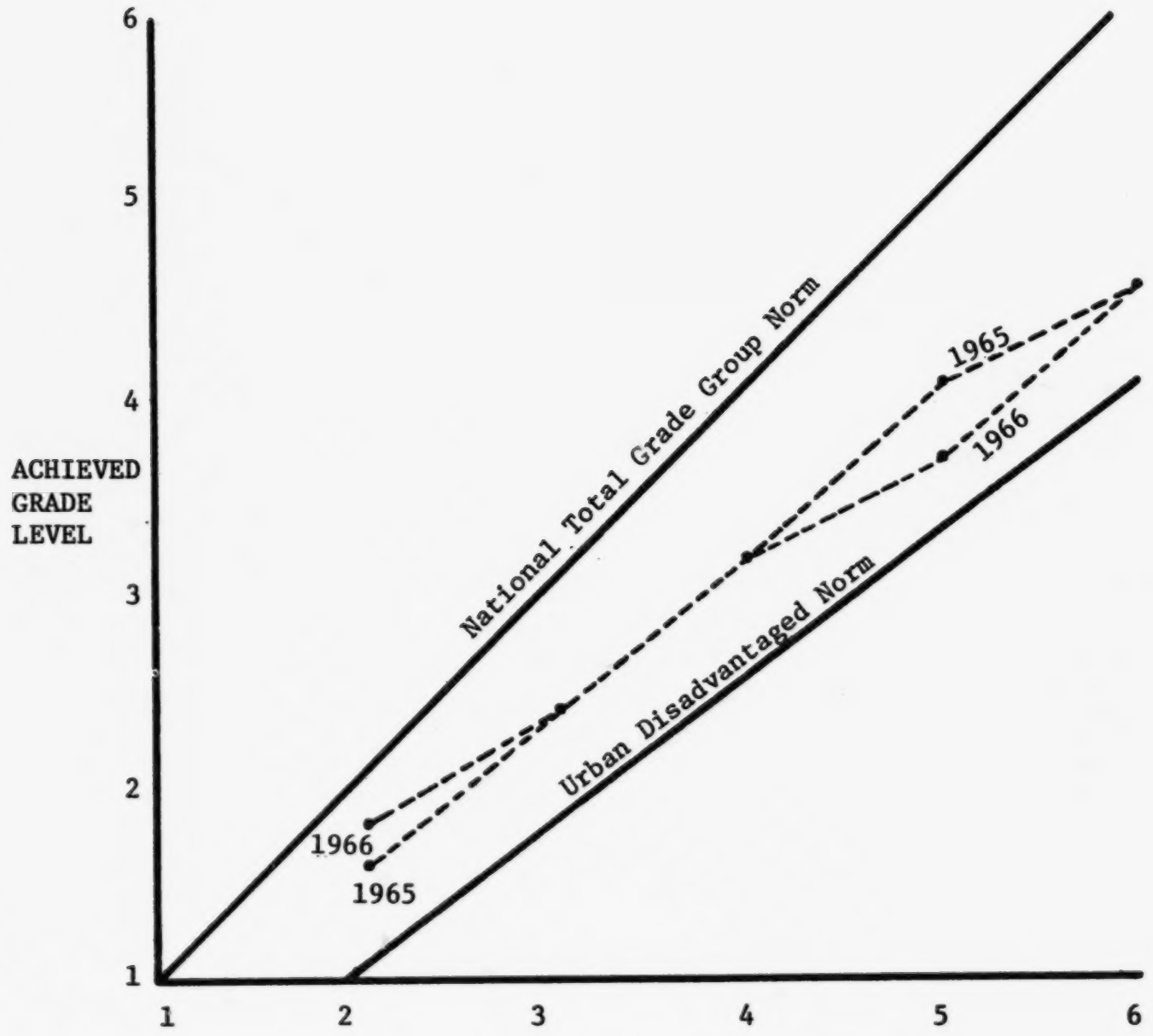


Diagram 3

OLD MES READING PROFILES
MAY 1965 AND MAY 1967

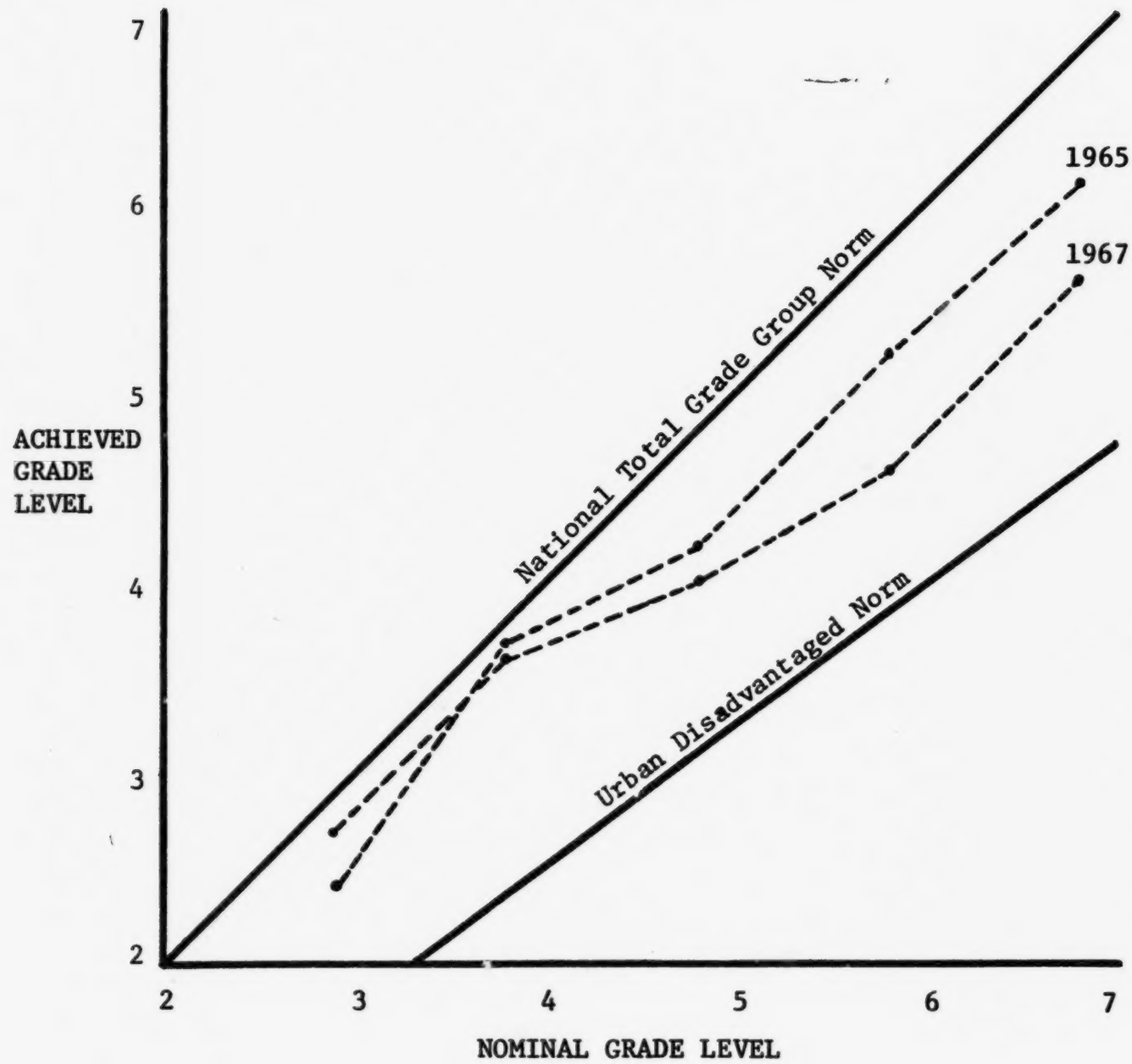
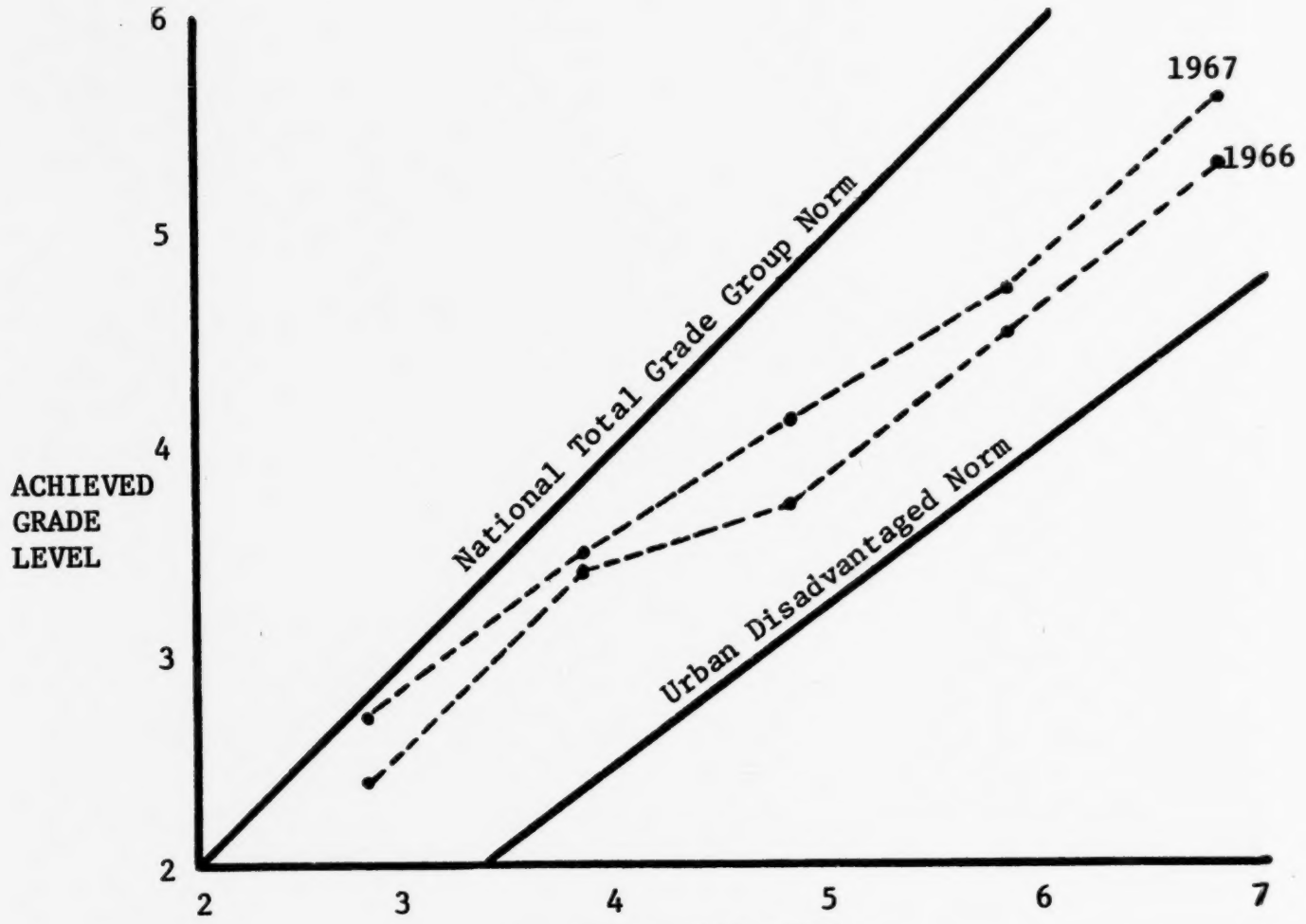


Diagram 4

NEW MES READING PROFILES
MAY 1965 AND MAY 1967



From Forlano and McClelland's 1966 data it is possible to construct similar profiles for the Old and New MES and compare them with control schools' profiles for the same dates (see Tables 3 and 4, Diagrams 5 through 8. The trend to be observed in these profiles favors MES.

Table 3

MEDIAN READING GRADE SCORES FOR PUPILS
IN SELECTED OLD MES AND CONTROL SCHOOLS
OCTOBER 1965 AND MAY 1966

Grade		N	Oct. 1965	May 1966
2	Old MES	409	1.9	2.7
	Control	645	1.8	2.5
3	Old MES	355	2.7	3.6
	Control	651	2.5	3.4
4	Old MES	349	3.5	4.1
	Control	602	3.3	4.1
5	Old MES	484	4.2	5.0
	Control	841	4.1	4.7
6	Old MES	282	5.2	6.2
	Control	314	5.1	5.8

[Source: Table 31, page 44 , Forlano and McClelland (1966)]

Table 4

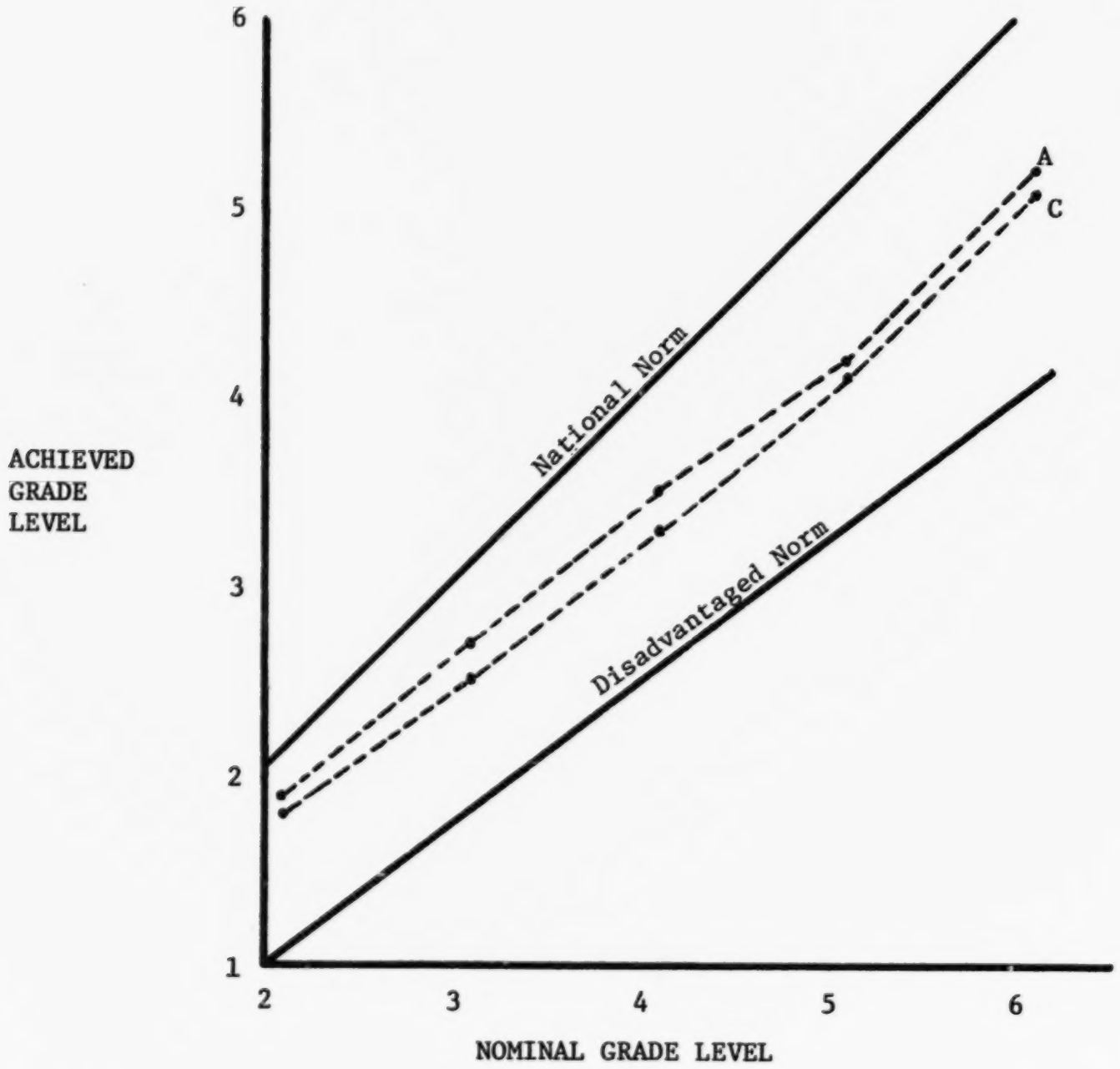
MEDIAN READING GRADE SCORES FOR PUPILS
IN SELECTED NEW MES AND CONTROL SCHOOLS
OCTOBER 1965 AND MAY 1966

Grade		N	Oct. 1965	May 1966
2	New MES	249	1.7	2.4
	Control	391	1.5	2.1
3	New MES	257	2.3	3.4
	Control	393	2.2	3.1
4	New MES	267	3.1	3.7
	Control	337	3.0	3.6
5	New MES	140	3.7	4.3
	Control	194	3.8	4.3

[Source: Table 31, page 45, Forlano and McClelland (1966)]

Diagram 5

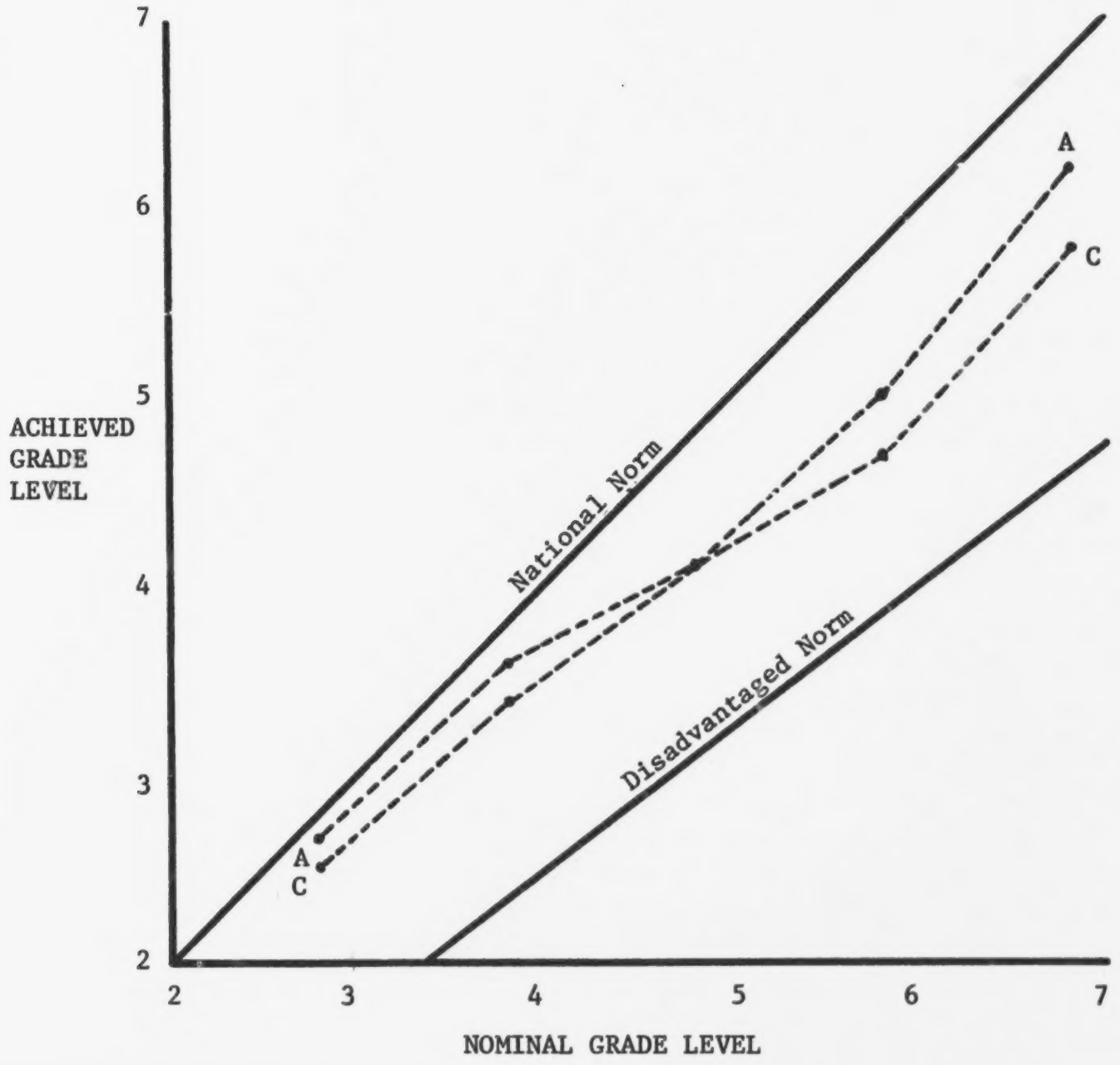
OLD MES' AND CONTROL SCHOOLS' PROFILES OCTOBER 1965:
READING COMPREHENSION



A Old MES
C Control

Diagram 6

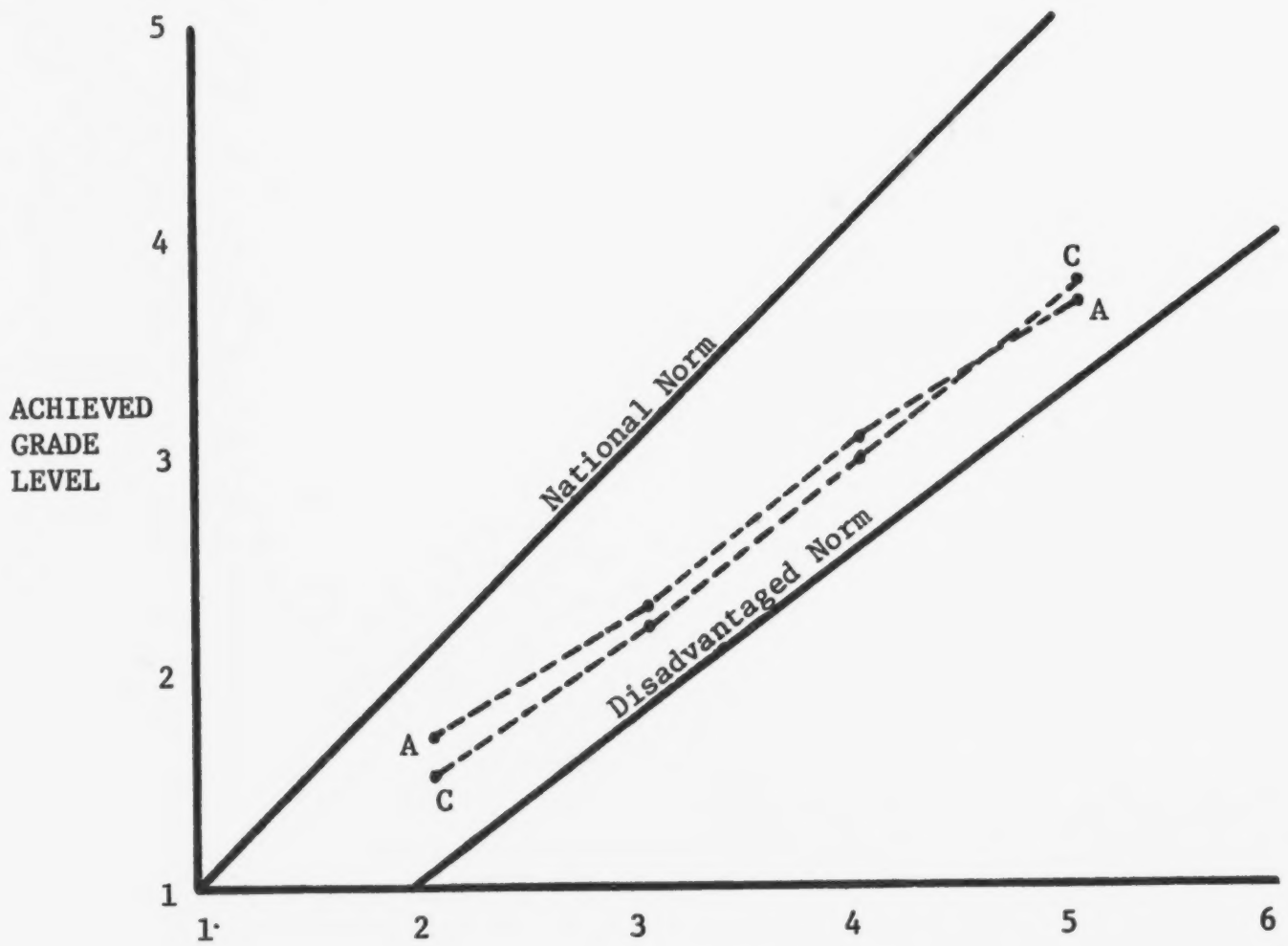
OLD MES' AND CONTROL SCHOOLS' PROFILES MAY 1966:
READING COMPREHENSION



A Old MES
C Control

Diagram 7

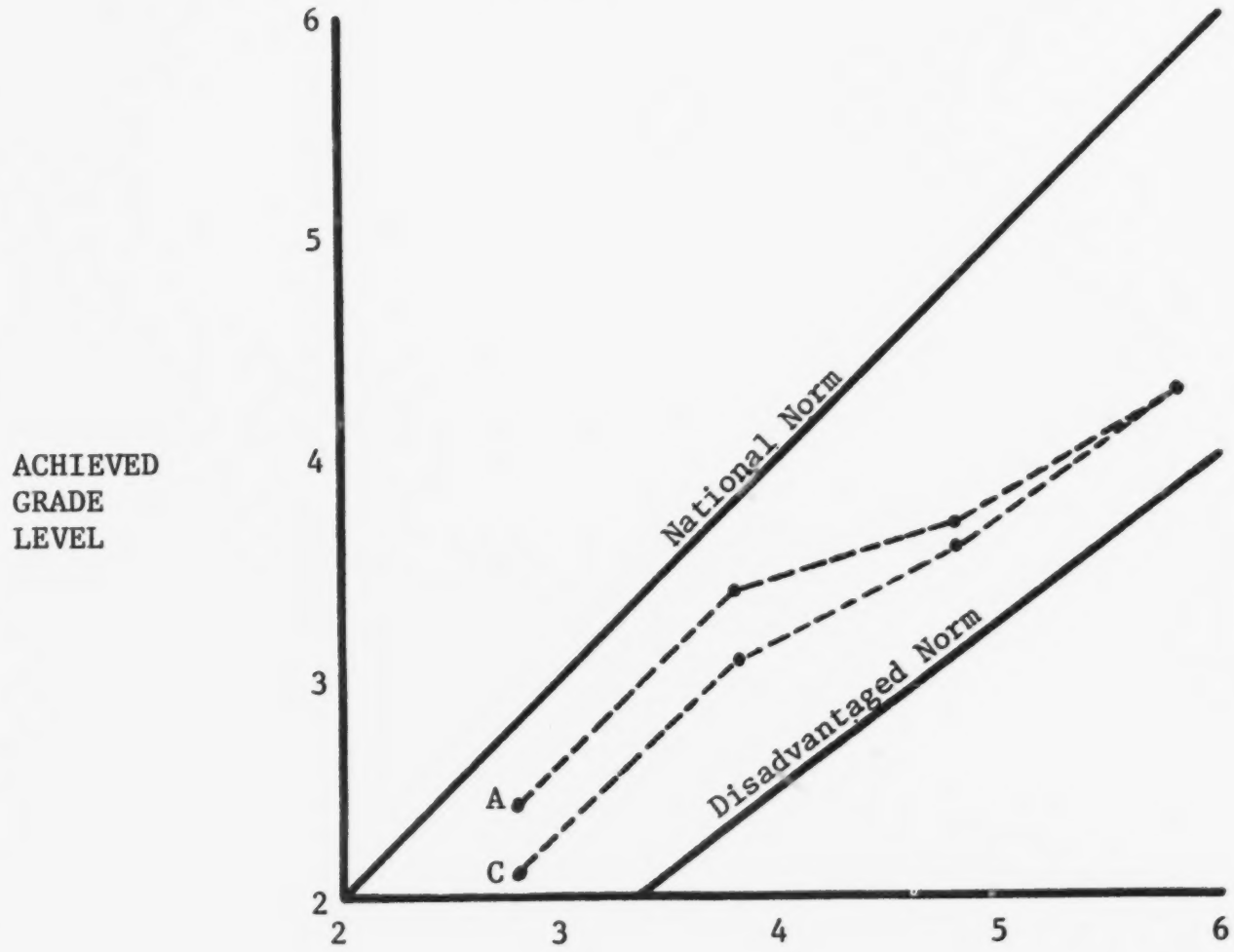
NEW MES' AND CONTROL SCHOOLS' PROFILES OCTOBER 1965:
READING COMPREHENSION



A New MES
C Control

Diagram 8

NEW MES' AND CONTROL SCHOOLS' PROFILES MAY 1966:
READING COMPREHENSION



A New MES
C Control

Forlano and Abramson (1968) also studied the relative reading achievement of pupils with 3 years, 2 years, and no experience of MES. The latter group was drawn from control schools. Tables 5 and 6, and Diagrams 9 and 10 summarize the data as profiles. Both the Tables and the Diagrams reveal a trend favorable to MES. The gains over the 16 school months have also been plotted in Diagrams 11 through 14 for both Old and New MES against the controls, and greater gains, in many cases towards the national norm, are shown for most groups.

Table 5

COMPARISON OF GRADE NORMS AND MEDIAN GRADE SCORES ON THE METROPOLITAN READING COMPREHENSION INITIAL AND FINAL TESTS FOR PUPILS WITH FULL AND PARTIAL MES EXPERIENCE WITH PUPILS IN CONTROL SCHOOLS BY GRADE - OLD ME SCHOOLS*

Grade as of 4/67	Education	N	10/65 Median	10/65 Norm	Md-N Diff.	4/67 Median	4/67 Norm	Md-N Diff.	Net Change
Third	3 Years of MES	564	1.8	2.1	-.3	3.7	3.7	.0	+.3
	2 Years of MES	108	1.6	2.1	-.5	3.5	3.7	-.2	+.3
	No MES	569	1.8	2.1	-.3	3.4	3.7	-.3	.0
Fourth	3 Years of MES	538	2.7	3.1	-.4	4.1	4.7	-.6	-.2
	2 Years of MES	210	2.3	3.1	-.8	3.7	4.7	-1.0	-.2
	No MES	602	2.4	3.1	-.7	3.7	4.7	-1.0	-.3
Fifth	3 Years of MES	544	3.5	4.1	-.6	5.0	5.7	-.7	-.1
	2 Years of MES	203	3.3	4.1	-.8	4.8	5.7	-.9	-.1
	No MES	548	3.3	4.1	-.8	4.5	5.7	-1.2	-.4
Sixth	3 Years of MES	187	4.6	5.1	-.5	6.0	6.7	-.7	-.2
	No MES	271	4.6	5.1	-.5	5.9	6.7	-.8	-.3

* In grades three, four, and five, pupils were drawn from 10 ME schools and six control schools; in grade six, participating pupils were from three ME schools and three control schools.

[Source: Table 3, page 8, Forlano and Abramson (1968)]

Table 6

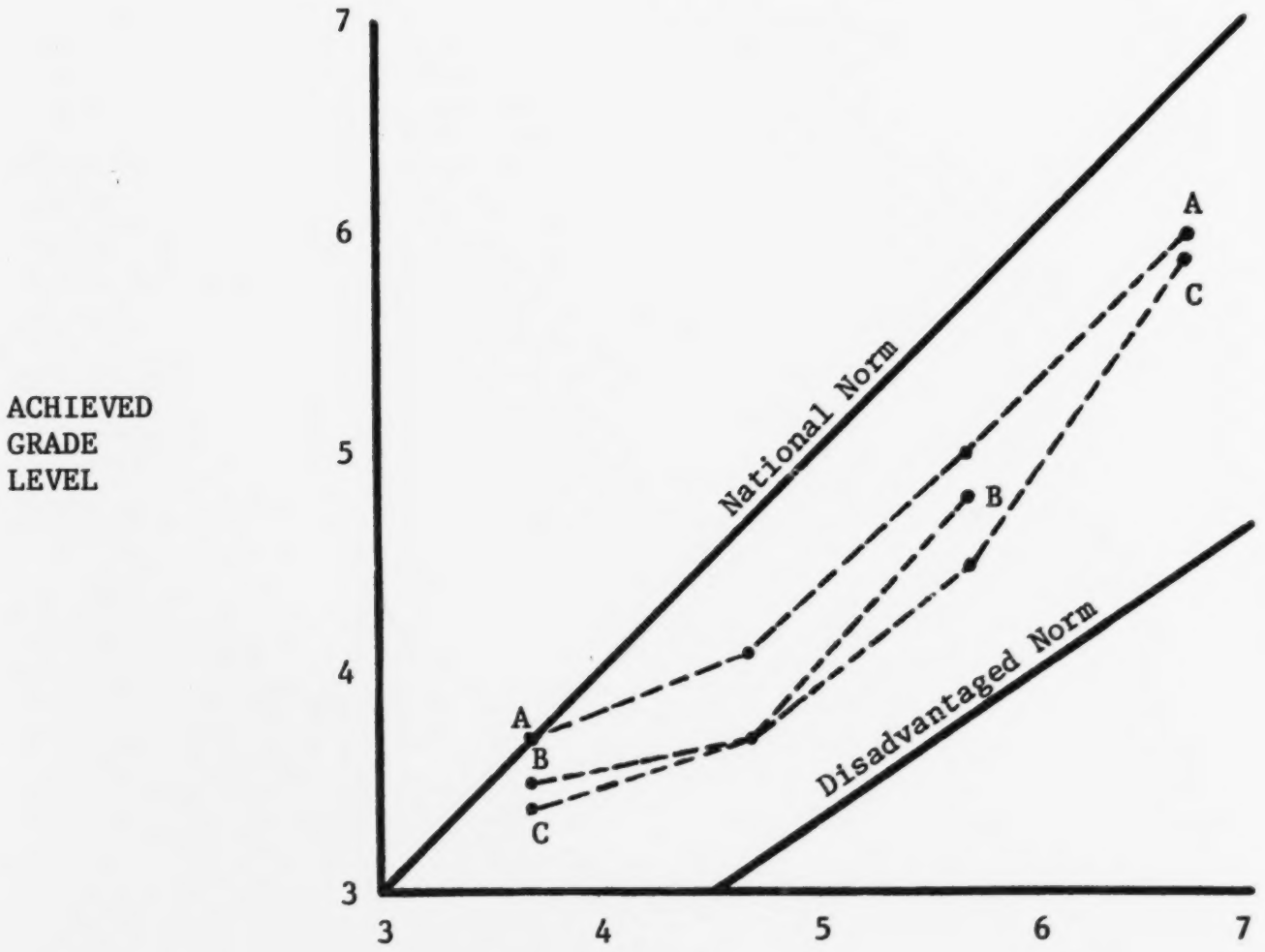
COMPARISON OF GRADE NORMS AND MEDIAN GRADE SCORES ON THE METROPOLITAN READING COMPREHENSION INITIAL AND FINAL TESTS FOR PUPILS WITH TWO YEARS OF MES EXPERIENCE WITH PUPILS IN CONTROL SCHOOLS BY GRADE - NEW ME SCHOOLS

Grade as of 4/67	Education	N	10/65 Median	10/65 Norm	Md-N Diff.	4/67 Median	4/67 Norm	Md-N Diff.	Net Change
Third	2 Years of MES	458	1.6	2.1	-.5	3.6	3.7	-.1	+.4
	No MES	202	1.6	2.1	-.5	3.3	3.7	-.4	+.1
Fourth	2 Years of MES	547	2.5	3.1	-.6	4.1	4.7	-.6	0
	No MES	216	2.3	3.1	-.8	3.7	4.7	-1.0	-.2
Fifth	2 Years of MES	492	3.3	4.1	-.8	4.8	5.7	-.9	-.1
	No MES	204	3.2	4.1	-.9	4.6	5.7	-1.1	-.2
Sixth	2 Years of MES	220	4.2	5.1	-.9	5.7	6.7	-1.0	-.1
	No MES	73	4.1	5.1	-1.0	5.3	6.7	-1.4	-.4

[Source: Table 6, page 13, Forlano and Abramson (1968)]

Diagram 9

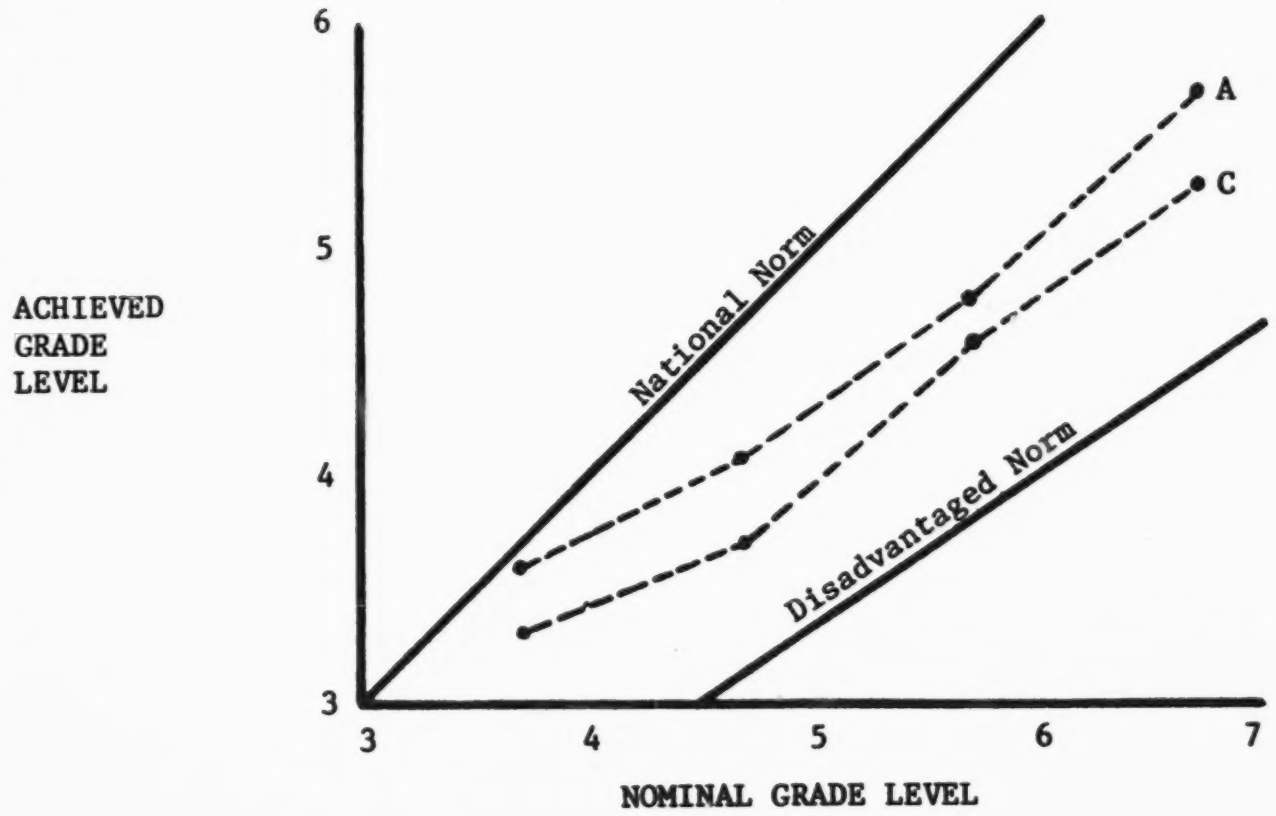
PROFILES OF GROUPS OF PUPILS WITH 3 YEARS OLD MES,
2 YEARS OLD MES, AND NO MES EXPERIENCE, APRIL 1967



A 3 Years Old MES
B 2 Years Old MES
C Control - No MES

Diagram 10

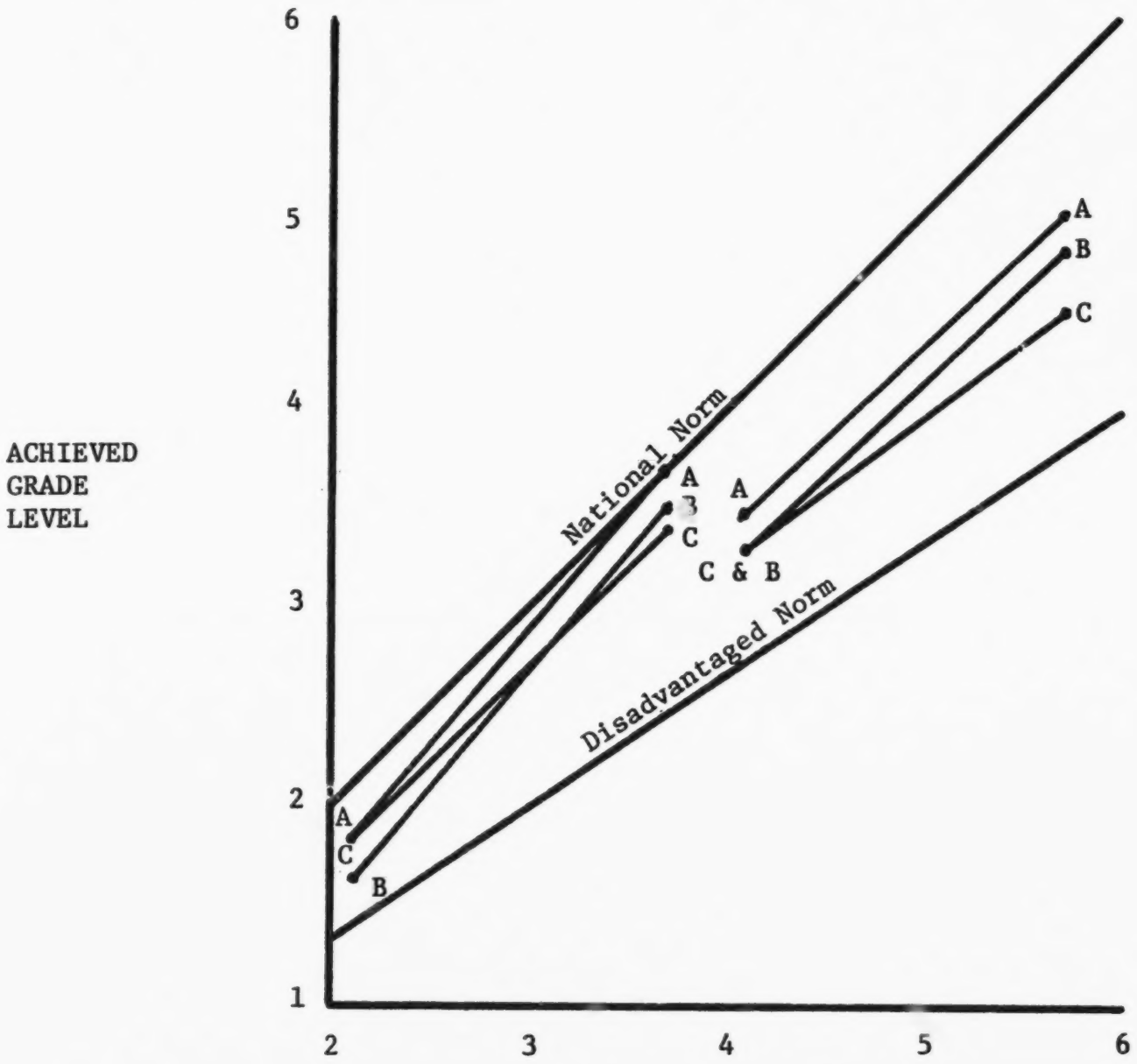
PROFILES OF GROUPS OF PUPILS WITH 2 YEARS' NEW MES AND NO MES EXPERIENCE, APRIL 1967



A 3 Years New MES
C Control - No MES

Diagram 11

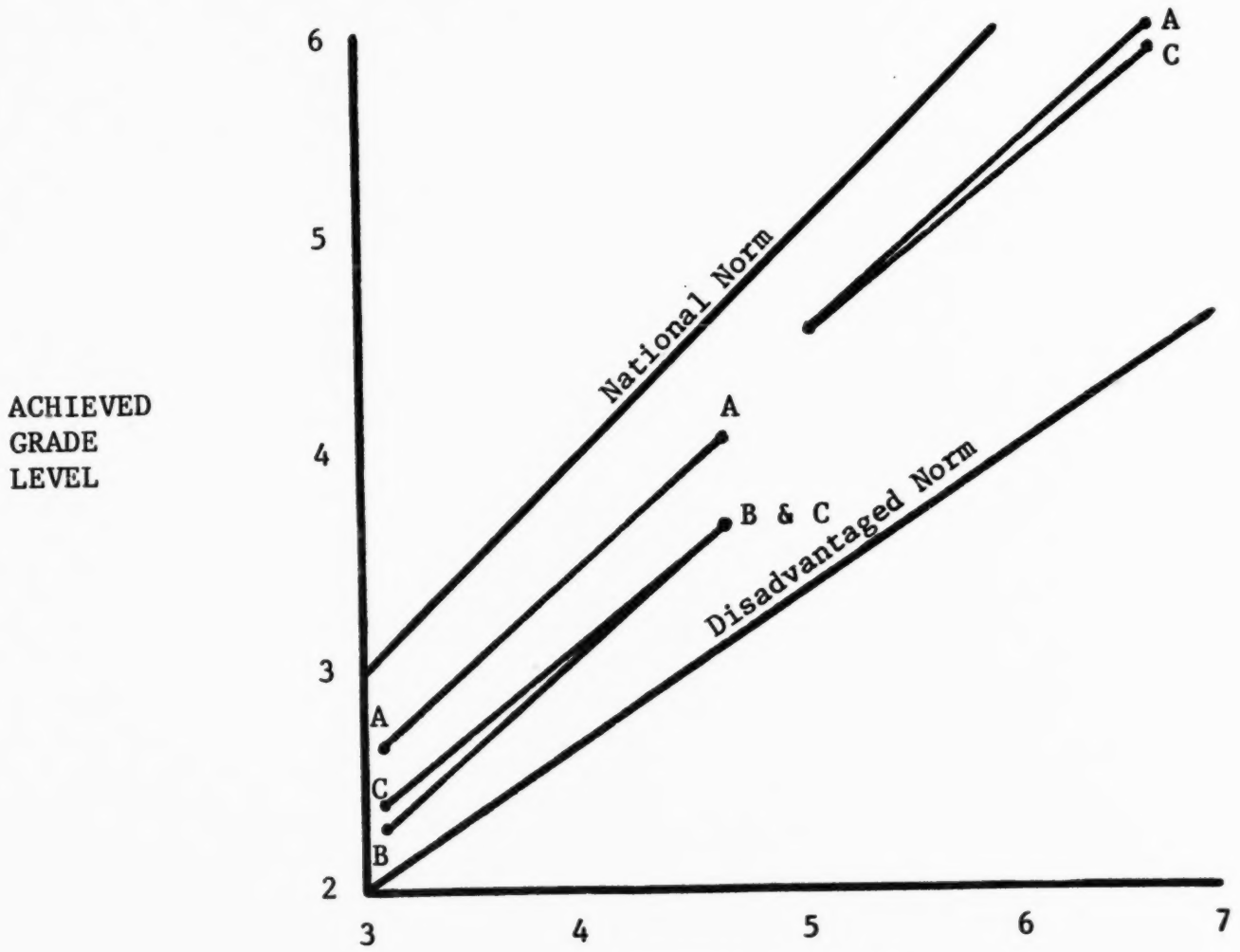
MEDIAN READING GAINS FOR PUPILS STARTING IN GRADES TWO AND FOUR
IN OLD MES AND CONTROL SCHOOLS,
OCTOBER 1965 THROUGH APRIL 1967



A 3 Years MES
B 2 Years MES
C Control - No MES

Diagram 12

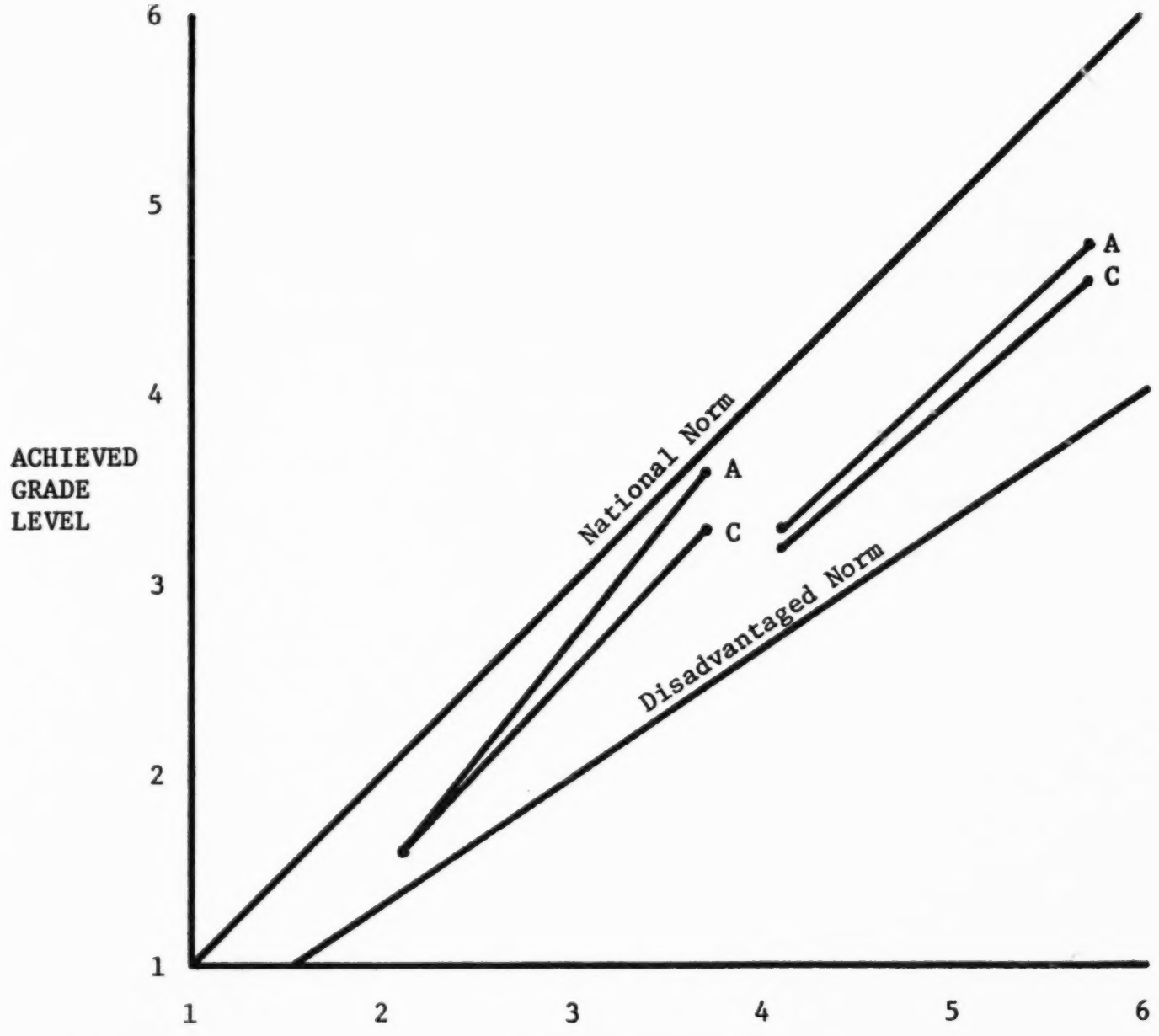
MEDIAN READING GAINS FOR PUPILS STARTING IN GRADES THREE AND FIVE
IN OLD MES AND CONTROL SCHOOLS,
OCTOBER 1965 THROUGH APRIL 1967



A 3 Years MES
B 2 Years MES
C Control - No MES

Diagram 13

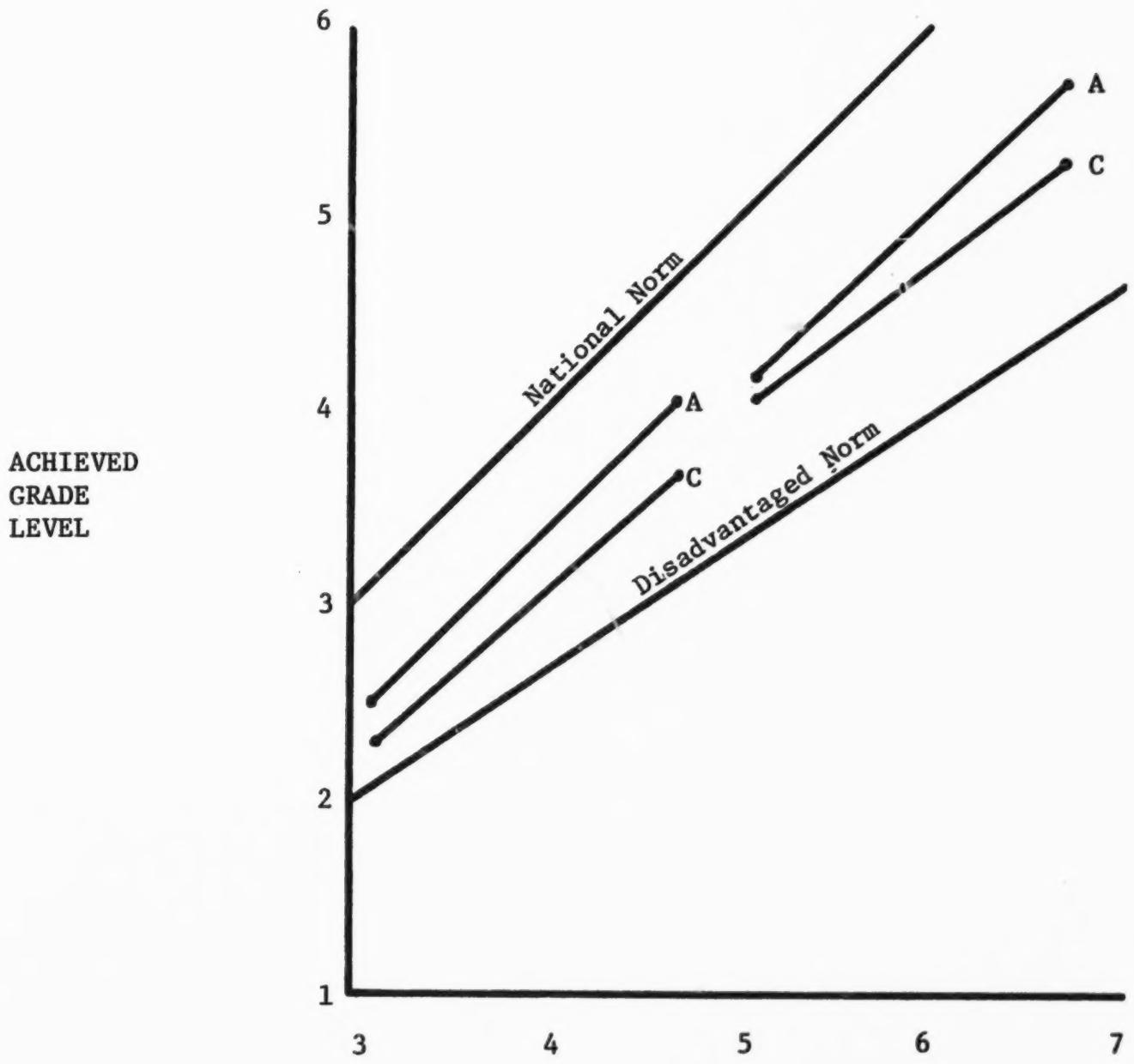
MEDIAN GAINS FOR PUPILS STARTING IN GRADES TWO AND FOUR
IN NEW MES AND CONTROL SCHOOLS,
OCTOBER 1965 THROUGH APRIL 1967



A 2 Years MES
C Control - No MES

Diagram 14

MEDIAN GAINS FOR PUPILS STARTING IN GRADES THREE AND FIVE
IN NEW MES AND CONTROL SCHOOLS,
OCTOBER 1965 THROUGH APRIL 1967



A 2 Years MES
C Control - No MES

In an even more rigorous comparison, Forlano and Abramson attempted to control any possible differences caused by the fact that some ME schools were designated Special Service Schools, others not. A study was made of the results of four old ME and two new ME schools which were Special Service Schools and those of control Special Service Schools. Similar trends were observed as in the comparisons already mentioned.

A variety of other comparisons were made by both Fox and Forlano, including an assessment of arithmetic achievement, but the summary above includes the salient features of the evaluation so far as measured benefits of cognitive achievement are concerned.

B. Other Evaluation Indices

The first study discussed above used observers and questionnaires as well as achievement tests, and the following conclusions were drawn:

> In the areas of overall school climate and staff attitude as sensed by observers, and as reported by administrative staff and teaching faculty, it is clear that in most of the schools in which the MES program has been established, there was an atmosphere and climate characterized by enthusiasm, interest, and hope, and a belief among all levels of staff that they were in a setting in which they could function. Moreover, parents and community, too, have responded with interest and enthusiasm to the MES program in their neighborhood schools. The creation of such positive feelings and climates in a school system which in recent years has evidenced considerable internal stress and school-community conflict is an important accomplishment. It makes clear that school climate can be improved and that community relationships can be developed within a brief period of time.

C. Modifications and Suggestions

The following suggestions were made by the 1966-67 faculty and administration during a survey conducted by the Center for Urban Education, New York City (Fox, 1967).

1) Try to overcome the effects of pupil and family mobility by close cooperation with the Department of Housing, Department of Welfare, and other social agencies so that education will be continuous.

2) Adapt lesson plans to small class size and heterogeneous grouping.

3) Adapt the self-contained classroom concept to cut down the movement of children and the variety of teachers.

4) Employ more specialists, particularly in guidance and more teachers and administrators with experience in working with the disadvantaged.

5) Keep maximum classroom size as small as possible (preferably below 20, and less than this for preschoolers).

6) Develop a special program for preparation of teachers to function in an ME school.

7) Utilize more publicity in order to obtain whatever personnel and equipment are needed, even to building schools to order - especially larger classrooms.

8) Experiment further with the non-graded block method of instruction.

9) Radically revise direct aspects of the instructional processes, like curriculum, to produce more cognitive as well as effective achievements.

10) Provide each teacher with a daily free preparation period and relieve him of non-teaching responsibilities.

11) Reduce the number of additional personnel (OTP's).

Budget (per school of approximately one thousand students)

Full Year Program

A. Personnel

Administration

1	Principal	Full-time
1	Administrative Assistant	Full-time
3	Assistant Principals	Full-time
3	Guidance Counselors	Full-time
1	Psychologist	Full-time
1	Social Worker	Full-time
1	Attendance Teacher	Full-time
1	Psychiatrist	One day a week

Instruction

1	Speech Improvement Teacher	Full-time
300	Classroom Teachers	Full-time (two per class in prekindergarten and kindergarten; one per class in grades one to six)
7	Special Teachers (in one or more of the following areas)	
	Library	
	Reading Instruction	
	Corrective Reading	
	Art	
	Music	
	Audio-visual	
	Science	
	Language Resource	
	Health Education	

Other Personnel

1	Community Relations Coordinator	Full-time
3-5	Clerical	Full-time
	Teacher Aides	6,500 hours +
	Custodial	Full-time
	Bus Drivers	Part-time

B. Supplies

1. Audio-visual

Closed Circuit Television
16 mm Projectors
Film Strip Projectors
Film Strip Viewers
Overhead Projectors
Slide Projectors
Tape Recorders
Phonographs
Earphone Sets and Connection Boxes
Radios
Television Receivers
Cameras

2. Textbooks and Kits

C. Miscellaneous

Testing	Field Trips (Buses)	Inservice training
Travel	Field Trips (Other)	Welfare Services
Utilities	Rent	Home Visits
Custodial Supplies	Repairs to Equipment	

In 1965-66, the per pupil cost in the nine control schools was $460.33, "approximately one-half of what it was for the schools having MES programs."

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